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not even neglecting Cato and Columella, though one wonders at the choice of a government bulletin on the use of simple chemical demonstrations with home-made apparatus and of a few of the older elementary-school texts to the exclusion of later and more important general texts on agriculture.

The Improvement of Rural Schools. By ELLWOOD P. CUBBERLEY.
Boston: Houghton Mifflin Co., 1912. Pp. x+76.

This little book presents a concise statement of the changed economic and social conditions of farming communities resulting in a decrease in the efficiency of the rural schools, together with suggestions as to the steps necessary to their betterment, centralization of authority, consolidation of schools, a changed attitude of patrons toward many obsolete and wasteful methods both financial and supervisory. The chapter headings are: i, "The Problem"; ii, "More Money"; iii, "Better Organization"; iv, "Better Supervision."

The small size of the book affords space for hardly more than a restatement of many widely discussed topics. The rather close analysis of chap. ii presents questions rarely touched upon in popular addresses or papers. This little work should help rural-school patrons and trustees wishing to analyze the local situations, if it could only reach them. The introduction by Professor Suzzallo, the editor of the "Riverside Educational Monographs," of which this book is one, is not the least valuable feature. The illustrations consist of four maps showing forms of school organization by states, tenure and methods of electing county superintendents, a proposed and an accomplished rearrangement of a county for school consolidation. The last two are from George W. Knorr's report on rural-school consolidation issued by the United States Department of Agriculture.

Agricultural Education in Public Schools. By BENJAMIN MARSHALL DAVIS, with an introduction by CHARLES HUBBARD JUDD. Chicago: The University of Chicago Press, 1912. Pp. vii+163.

The scope of Dr. Davis' work is much broader than is indicated by its title, for it really considers all the agencies of agricultural education even though they have little or no direct connection with school systems. It considers the educational work of the United States Department of Agriculture of the state organizations for agriculture, and of state farmers' institutes, and as well of agricultural societies. It treats of the work of such political institutions as the United States Bureau of Education and the state departments of education, and summarizes state legislation. A view is given of the direct bearing on the problem of the work of state normal schools and agricultural colleges, including their extension work, departments of agricultural education, and summer schools. Elementary and secondary schools are given less attention than the title of the book would lead one to expect, but the treatment is excellent and consistent with the general plan followed. Chapters are devoted to such professional activities and school accessories as the National Education Associa-

tion, state and other teachers' organizations, boys' agricultural clubs, textbooks, educational periodicals, and periodical literature. The topics are not, however, taken up in the order given here.

It will be seen from the above that a comprehensive view is given of the various agencies devoted to educating the rural public. Each chapter gives a concise but good treatment of the historical development of the factor in question. Any investigation can only keep abreast of its source materials. Agricultural education in normal and high schools has changed so rapidly since these respective chapters appeared in *Elementary School Teacher* that his most recent reference materials are now histories of past conditions rather than accounts of the present situation. In fact, no more elaborate account of the work of the normal schools than his chapter has yet appeared. The consulting reader will find no more recent or more authoritative account of the movement in its entirety than this timely work.

The bibliography is particularly helpful, 28 pages being given to the annotations of the 202 titles, and "has been selected with the view to presenting typical contributions on various phases of agricultural education in elementary and secondary schools." It also adds 28 titles of textbooks published since 1902 to the 49 listed by Dean Bailey in the *Annual Report* of the Office of Experiment Stations for 1903. The bibliography would, perhaps, be more usable for reference if an alphabetically arranged cross reference list were appended.

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Fundamentals of French Grammar. By WILLIAM B. SNOW. New York: Henry Holt & Co., 1912. Pp. xi+267. \$1.15.

Fundamentals of French Grammar is a book in which teachers of French who believe that even the teaching of elementary grammar should keep in touch with the progress of linguistic science will find some, even if by no means all, of their desires fulfilled; it is therefore a pleasure to call their attention to it. On the other hand, this progressive attitude, apparent in many details to those who are on the lookout for it, is so discreetly taken that the most conservative of teachers or school boards will not be at all alarmed by it, and will undoubtedly find some of its other features to their liking.

Very much in its favor is its brevity, the grammar proper consisting only of 144 pages, in which all necessary "fundamentals" seem to be nevertheless satisfactorily covered. This first part of the book also contains varied, brief exercises, including some translation exercises of isolated sentences. Since translation into French still remains an essential part of college-entrance requirements, even teachers who believe that translation is not only useless, but positively harmful, cannot yet dispense with it altogether; though they might use for other purposes the attractive selections of connected French texts to be found in the second part of the book, and intended, with the trans-